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Abstract

In develcping a raticnale for the reorganization of educaticnal institutions, the author examines the fallacies inherent in current organizaticnal practice and discusses the potential advantaged of differentiated staffing, particularly in terms cf improved teacher mcrale, increased teacher effectiveness, and decreased teacher turncver. He presents and describes the Temple City Mcdel (a plan based on a hierarchy cf differentiated teaching responsibilities rather than on a hierarchy of learning) and stresses its adaptability to existing schocl systems. Among the areas of responsibility differentiated by the Temple City plan are instructional management, which features an advanced teacher as a learning engineer, curriculum ccnstruction, which adds tc a teacher's responsibilities emerging curricular theory and design by discipline structure; and advanced skills in the practical applicaticn of research for the imprcvement of instructicn. Among the advantages the author sees in this type cf differentiated staffing are the decentralization of decisicnmaking, the creation of new and more autcncmcus teacher roles which prcduce organizaticnal inequality and increased flexibility, and the establishment cf new career patterns and incertives fcr teachers acccrding tc their individual talents and develcpment. (JS)

TEPS *Write-in Papers on Flexible Staffing Patterns* No. 4

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ET TU, EDUCATOR, DIFFERENTIATED STAFFING?
Rationale and Model for a Differentiated Teaching Staff

Fenwick English

Most educators suffer from a common ailment in considering any new "innovation" -- we tend to be solution-oriented or to prescribe before we diagnose. Differentiated staffing is an example of a magnificent solution to a complex problem. But before discussing the aspects of a differentiated teaching staff or describing a particular model, let us attempt to diagnose the problem which the idea attempts to remedy.

Many discussions about educational personnel immediately zero in on the teacher and begin describing problems of teacher shortage and flight, credentialing difficulties, salary scales, militancy, negotiations, or the utilization of paraprofessionals. These topics are solution-oriented because the teacher is a means, not an end. Schools were not built for teachers. The problem is to establish a relationship between an institution called "school" and something called "relevant learning." We usually bypass this relationship, assuming it is a given. We fail to ask,

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Is there a relationship between learning and the formal institution of education?

This question may be likened to the story of Job querying the Lord, who responded, "I am who I am." Educators don't get very far because there is no substantial research base which can unequivocally respond "Yes" to our question. There exists some empirical evidence, but most of the time we rest our case upon tradition and philosophical precedent.

The embarrassing and disturbing fact remains that we don't know or are unable to specify very well how relevant school is in the process of education. Education is a non-performance institution. We have goals, we have grand purposes, we have good intentions, but these have never been defined in measurable terms. Hence, we are unable to specify the efficacy of traditional school practices -- whether they are better than, worse than, or as good as anything else. For example, on what basis do we decide that differentiated staffing is better than traditional staffing? How do we know that the present dominant method of deploying personnel is not the best way to organize a faculty or a school district? If there were some known relationship, some quantifiable measure, some operational index or standards, we could make an intelligent comparison. Not to know is indefensible. Professionally, it could be viewed as negligence and malpractice.

DEFINING GOALS

A need of the highest order is to begin to define institutional goals in terms of expected student behaviors in order to assess the effectiveness of professional practice. Our unwillingness or inability to say specifically what we are responsible for means continuing

to observe money being invested in education with few tangible results, continuing to see the erosion of lay confidence in public education and the gradual assumption of educational responsibilities by nonpublic educational institutions or agencies. It is no accident that the government is establishing alternative educational enterprises which operate outside the purview of the professional educator, the public school system, and schools of education.

Reality is pressing us all the while. Who is to perform the task of defining goals? How shall consensus be achieved? Does this mean national assessment or total conformity to goals by all learners? The real world is messy, partisan, political, and conspicuously in disunity over the question of goals. Despite uncertainty, we cannot avoid answering the question much longer. There is no safety in not knowing what you don't know. Good intentions and vague generalities will no longer suffice. If we do not soon stand up and say what we are responsible for, we may find we have no responsibility.

The educator's task is to press for performance specificity, for professional consensus on acceptable evaluative criteria, and for alternatives to ascertain efficiency and effectiveness of current professional practice in realizing the goals of education. We can begin by assessing local needs, relating them to societal needs, and formulating our own specifications for student performance. It is within this context that we can institute and establish instructional alternatives as one viable method of determining what is most relevant.

In the absence of clear marks of identifiable student behavior, we can use professional judgment. At least such

judgment makes possible a comparison of two or more alternatives. If we don't have some alternatives on which to reflect and assess the efficacy of current practice in meeting instructional objectives, we must turn to tradition for validation. If this is the case, the evidence is overwhelming that current practice is an unacceptable alternative. At all levels we have failed to educate a substantial portion of Americans in the most basic rudiments of citizenship by not providing them the crudest means for economic survival and the ability to enjoy the American way of life in even the material sense, not to mention the realization of equality, freedom, and the assumption of democratic responsibilities. We have learned bitterly that the schools can be a ladder to the good life or a barrier which prevents some people from attaining it.

Schools become barriers by making operational assumptions about how children learn and how teachers teach that negate the idea of the school as the gateway to opportunity. The present school assumes that all children and teachers are equal by making no structural provisions for the differences among either. Learners, regardless of motivation, past environment, or family differences, are put through the same hoops in the same size instructional groups for the same periods of time. Who is different in the organization? All teachers, likewise, are assumed to possess the same talents and responsibilities and therefore are utilized in exactly the same manner, whether they have taught twenty years or two years, whether they possess a bachelor's or a master's degree, whether or not they have been back to school recently, whether or not their career ambitions or motivations are different. On one hand we profess that advanced training and experience on the job make a better teacher, and so we pay teachers more for this training and experience. On the other hand we fail to utilize this same

training and experience in the school by differentiating teaching responsibilities. Either we really don't believe that what we are paying more for makes a bit of difference in the organization, or we are inefficient in our utilization and deployment of personnel resources. This is tough to defend. It becomes almost an absurdity in the wake of a national teacher shortage.

The fact is that, in the present educational structure, the variables of teacher/student time and talent by which we can make the educational organization more responsive to the needs of both are not available to us to use any differently even if we wanted to. The need is to create an organization which has the capacity to be unequal in its treatment of students and in its harnessing of the resources to do that job in order to provide equality of educational opportunity.

THE ALTERNATIVE OF DIFFERENTIATED STAFFING

Differentiated staffing is one promising solution and an alternative worth serious consideration. Professional educators, school board members, teachers associations, teacher-training institutions, and civic groups with an interest in education should weigh differentiated staffing as a viable method of determining whether maintaining the status quo represents the best solution to the problem. Differentiated staffing deals with the teacher as an individual and in an organizational context. It assumes that while the student is the one who is to learn, the teacher is a most important person, the one who facilitates and monitors the process. It further assumes that there are positive relationships among teacher training, morale, involvement in technical decisions, joint evaluation of colleagues, and the quantity and quality of what students learn in school.

If these relationships and assumptions are valid, how teachers are deployed and the manner in which their talents and specialties are utilized in the instructional program become important considerations for practicing professionals and the public. Other vital concerns are how those talents are to be kept relevant, how the institution reinforces those who excel at what they do, and how the system of rewards functions to increase teacher productivity. While the analogy which follows may not be exactly parallel, we may gain some insight from examining it.

Few business or industrial leaders would advocate investing more money in their businesses without being sure that what was ultimately produced as a result of the investment would be better or that production or productivity would be more efficient or increased. Educators have never had to struggle with those questions because we have had a virtual monopoly on public funds. We have never had to compete with anybody or any other organization for the resources to perform our jobs. Therefore, we have not had to define very well what we do or answer many questions as to how efficiently or effectively we do it. As individuals within an organization essentially noncompetitive, we run for cover whenever qualitative questions are asked of us. As the demands of the public increase but their support, in many instances, decreases, we find ourselves struggling to discover a rationale that is convincing. As long as we avoid defining the product of our efforts, qualitative questions will remain unanswerable and embarrassing.

THE PRESENT EDUCATIONAL ORGANIZATION

A cursory examination of the present educational organization would reveal that it is indifferent to instructional

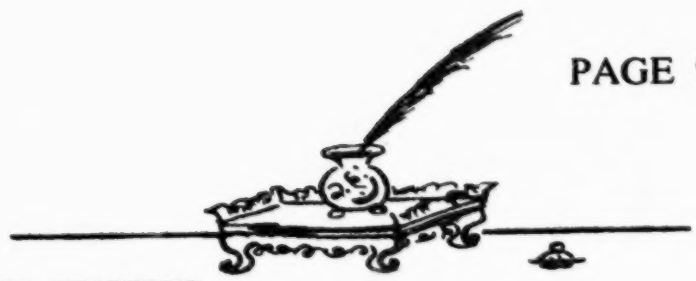
equality. Salaries and promotions have nothing to do with maintaining excellent teachers *as teachers*. The profession is plagued by an exodus of talent to school administration or to the business world. High teacher turnover and teacher shortages exist despite the fact that preparatory institutions produce more teachers than any other professional personnel and in the face of the record that some state departments of education have more teaching credentials on file than there are jobs to fill. The incentive system of public education does not reinforce teaching as a career in education; it reinforces administration. In addition, teachers lack professional autonomy and independence, are unable to practice professional self-regulation or licensing, and are muted by a system of decision making which needs technical expertise to solve complex problems but which essentially is operated by administrators in the absence of teacher expertise.

The educational institution's system of reward makes time the central criterion for advancement, and the salary schedule assumes that all teachers grow in exact annual equivalents or that expertise is an automatic concomitant of a given lump of course credits. There are no promotions in teaching. All promotions lead away from the classroom. The single-salary schedule pretends to reward expertise but actually ignores it. It is the most innocuous method of remuneration available and fails to confront the whole issue of providing adequate incentives for teachers to remain in the classroom. Teachers have advocated across-the-board increases and boards of education have countered with merit pay plans. Both avoid the question of increased responsibilities as a method of advancement and continue to operate from the single-salary schedule. As long as time reigns supreme as the basis of rewarding teaching competence in the educational organization, we will not have the

flexibility to offer substantive institutional incentives and promotions for teachers as teachers nor be able to offer the public much more than they are now receiving for their tax dollars.

Teachers not only are paid in the same manner, in most school systems they are treated as interchangeable parts, and all, regardless of talent or experience, are given similar instructional responsibilities. It is not unusual to find a twelve-year teaching veteran with the same instructional duties for thirty third-graders as he had the first day he walked into the classroom. In large city school systems, teachers are treated in accordance with what industrial researchers call the "machine model" of human behavior. This paradigm is defined as one in which employees are "primarily passive instruments, capable of performing work and accepting directions but not initiating action or exerting influence in any significant way" *(5)*.

The desire of large systems to control and hence the predictable behavior of employees have led to a highly structured work environment with elaborate sets of rules and regulations. This practice has unintentionally stultified teacher initiative and creativity, paralyzed the educational program in dealing with changing student and societal needs, and resulted in the administration of programs by formula and categorization rather than by discretion, judgment, and vision. The clamor by parents for better education, the taxpayers' revolt, recent student discontent, sit-ins and riots, and teacher militancy further ossify most educational systems as administrators defend their actions by following the procedure book even closer for fear of making the wrong decision.



THE PROMISE OF DIFFERENTIATED STAFFING

What, then, is the promise of differentiated staffing as an alternative? Inherent in a plan of differentiated staffing on the basis of responsibility is the decentralization of decision making, the creation of new teacher roles which produce organizational inequality and increased flexibility, and the establishment of new career patterns for teachers. Concomitantly, in order to assess the effectiveness of a new staffing pattern, objectives of student performance are formulated which permit its comparison with the traditional method of staff deployment. Only when the organization of education permits its personnel and students to have strengths and weaknesses and vast differences in training, motivation, and achievement can we successfully meet individual student and teacher needs to reshape the instructional program. It may be argued that individualization of instruction for students cannot be attained very well as long as we deal only with the recipients of that instruction. Attention to individual teacher talents is a concomitant responsibility.

Once we admit the fallacy of teacher "equality" and create an organization which is unequal and which can capitalize upon individual and collective talents, we create technical gaps (based upon abilities to perform the different kinds of responsibilities) among teachers (they already existed, but not in a formal role sense) and between teachers and the administrative structure.

Bennis *(3)* has noted that bureaucracy thrives in an undifferentiated environment with a pyramidal structure of authority and power concentrated in the hands of the few. Differentiated staffing shifts decision making from an individual context to a group context. The most logical

rule to follow in the decision-making process is that decisions should be made by the most competent people within the organization, e.g., managerial decisions should be made by managers. The current difficulty in school administration is that teachers are not engaged in the decision-making process at all at the top levels. Generalist administrators usually not only make the technical decisions but formulate rules which dictate how specialist teachers should perform. The more specialized teachers become, the more they resent being evaluated solely by generalists.

Education also loses many of its most talented technical practitioners to management because of the lack of a career pattern. Differentiated staffing creates a new career pattern which offers a method of reinforcing teacher productivity and establishes vertical mobility in the teaching faculty where none exists now. There always have been qualitative breaks in the line/staff model of decision making in education as in other fields. What differentiated staffing makes possible is a formalized way of involving teachers in decision making with administrators where their knowledge and skills are necessary to produce competent decisions and engage in relevant organizational problem solving.

Any model of differentiated staffing should extend the influence of the teacher in the decision-making process. Differentiated staffing is far more than a salary plan; it is a method of reorganizing the resources of the organization to do a better job of diagnosing and prescribing and allocating those resources to be more effective than is now possible. It should seek to involve teachers in the evaluation of colleagues, since a specialist should evaluate a specialist in the performance

of his responsibilities. This certainly is one of the touchstones of a profession -- its willingness and its ability to perform the regulating activities of its own membership. The exercise of this function is central to the desire of teachers for greater professional independence and autonomy and greater voice in admission to and retention in the profession.

The power to regulate is the power to control. As long as teachers leave the regulation of their ranks to other persons or groups, they cannot govern themselves. If teachers fail to define the essence of good practice through regulation, others less qualified, and with motivations perhaps different from the advancement of good practice, are free to exercise theirs. The privileges of professionalism are gained by assuming the responsibilities which accompany them. This does not mean that the generalist or manager is excluded from the evaluative process, only that the process should be augmented by the best available professional expertise and judgment relative to the job being performed.

THE TEMPLE CITY MODEL

The model of differentiated staffing proposed here (Figure I) has been described previously *(1,8)*. Three basic areas of additional responsibilities are part of the staff differentiation design. Basically, they pick up strands which are evident in most systems today. For this reason, most educators will find the model more easily adaptable than those which use a hierarchy of learning as the basis of staff differentiation *(6)*. The three areas are (a) instructional management, which features an advanced teacher as a learning engineer; (b) curriculum construction, which adds to a teacher's responsibilities emerging curricular theory and design by discipline structure *(9)*; and

Figure I

THE TEMPLE CITY MODEL OF A DIFFERENTIATED TEACHING STAFF

TENURE	TENURE	NONTENURE	NONTENURE
			MASTER TEACHER (Curriculum and Research Specialist)
		SENIOR TEACHER (Learning Engineer)	
	STAFF TEACHER		
ASSOCIATE TEACHER			
100% Classroom Teaching	100% Classroom Teaching	50-60% Classroom Teaching	30-40% Classroom Teaching

(c) advanced skills in the practical application of research for the improvement of instruction. Positions beyond the staff teacher level relate to specific disciplines. At the primary school level, these positions may be augmented by the introduction of subject skill specialists.

Entry points to the profession are expanded from a single point (staff teacher) to multiple points (any of the positions described in the hierarchy). Contractual periods vary with the degree and complexity of instructional responsibilities. For example, the senior teacher is employed for eleven months, the master teacher for twelve, and the staff and associate teachers for ten. This arrangement, coupled with daily schedule flexibility, can take advantage of the fact that many housewives in the

community who have been teachers and still possess credentials can work part time in some capacity in the school. Many qualified teachers can be drawn back into the profession. These same people now are rendered impotent to the educational organization because of its lack of flexibility in utilizing teacher time and its lack of role flexibility. In addition, the creation of the teacher hierarchy permits excellent teaching to function at all levels. The housewife-teacher is not forced to work a longer year and she does not hinder the career teacher from professional advancement in the organization. One is not penalized at the expense of the other.

Figure II presents an overview of teacher responsibilities in the same differentiated staffing model in one discipline -- the social sciences.

For many reasons, schedule flexibility is an integral component of a differentiated teaching staff. Without flexibility in scheduling, the superimposing of new roles falls victim to rigidity and further stratification. Flexible scheduling is the key to successful utilization of teacher talent and teacher time. The combination and recombination of these two variables are the vehicles for a new school day. For this reason, the self-contained classroom, regnant in most elementary schools today, is a barrier to differentiation of teacher roles. It has come to be an accepted fact that no one teacher can be all things to all children. The continuation of the self-contained classroom limits the effective deployment of personnel and hence hinders effective instruction. Teachers' claims that such flexibility is injurious to children cannot be substantiated from achievement or research data. The statement, "I teach children, not subject matter," is a gross misapplication of an earlier educational philosophy. Children do not

Figure II

ROLE RESPONSIBILITIES IN A DIFFERENTIATED TEACHING STAFF

TEACHING ROLE	RESPONSIBILITY	FUNCTIONS	EXAMPLE(S)
Master Teacher	District-wide; subject area responsibilities, K-12.	Classroom teaching; application of research to curriculum design by subject discipline and structure.	Development of experimental-research design of social studies units utilizing "post-holing" approach to solving contemporary social science problems at junior high school level.
Senior Teacher	School responsibilities, K-6, 7-9, 10-12.	Classroom teaching; application of new methodologies, learning and teaching strategies; media applications.	Concomitant development of experimental teaching strategies and tactics with new social studies "post-holing" units in pilot situations; evaluation; in-service with staff; revision; development of resource banks for new units.
Staff Teacher	Grade responsibilities, K-6, 7-9, 10-12.	Classroom teaching; individualized instruction; large/small group presentations, tutorial sessions.	Adaptation, adoption, evaluation of new social science units with suggestions made after extensive pupil monitoring in various instructional settings and modes for alternative strategies.
Associate Teacher	Grade responsibilities, K-6, 7-9, 10-12.	Beginning teacher. Classroom teaching; team-teaching partner; large group instruction assistance.	Implementation of new social science units with variations appropriate to teaching team strategies and assignment; evaluation of units regarding relevancy and content validity.

learn in a vacuum. Problem-solving activities and conceptual learning are meaningful only when they can be related to specific instances. In the words of William James, "No one sees any further into a generalization than his knowledge of the facts applies."

Evaluation

One question raised persistently in a discussion of differentiated staffing is that of evaluation: Who will evaluate the teachers who are functioning beyond the staff teacher level? This is an unmanageable responsibility for the principal, since the advanced training and technical expertise of these teachers are far beyond his *(4)*. The rationale for the creation of the positions was that they will improve the quality of the instructional program. They render services to the staff and associate teachers. Who is better qualified to evaluate the services than those who receive them? Thus, staff and associate teachers evaluate the services received from senior and master teachers. Senior and master teachers, in turn, evaluate their colleagues. (See Figure III.)

Figure III is a model of dual evaluation and places one of the responsibilities of professionalism in the hands of the teachers. If evaluation is not seen from an inspection-oriented or punitive vantage point as it traditionally has been conceived and practiced by supervisors, practicing professionals should receive great benefits from the suggestions, criticisms, and judgments of one another. This two-way flow of the monitoring of ideas and service is one of the crucial differences between evaluation as it is practiced currently and the process of appraisal exchange in a differentiated teaching staff. The assumption is that professional teachers are competent to render valid

observations on the improvement of practice. An extension of this logic is student evaluation of teachers. In the wave of recent student agitation and unrest and demands for educational reform, it does not seem a matter of "if" but rather of "how" and "when."

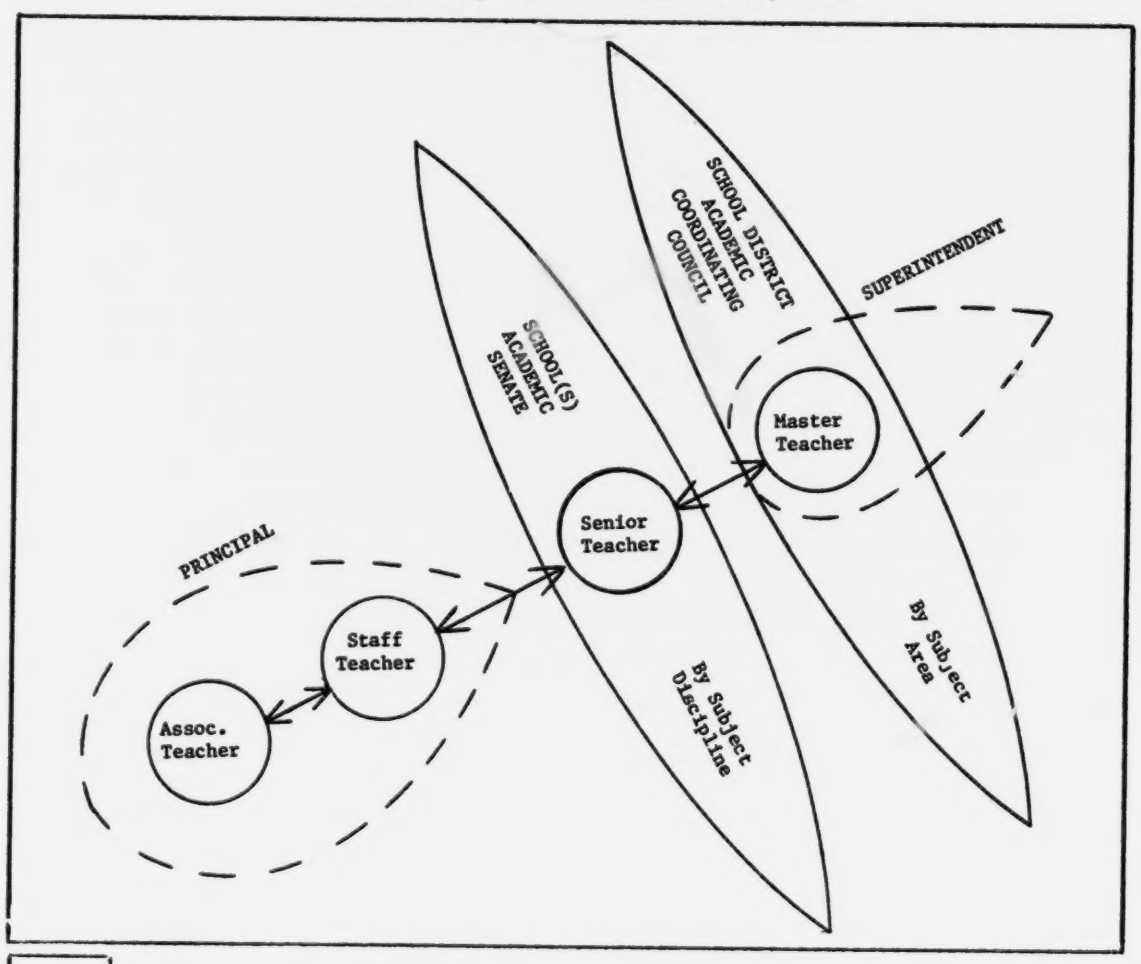
Advancement beyond the staff teacher level is not automatic but is contingent upon successful evaluation by one's peers and colleagues. It is important to note that all personnel in the staffing model function as teachers. This is a necessity if teachers are to be promoted as teachers. Current definitions of a teacher as anyone who teaches more than 50 percent of the school day will be inadequate to describe the job in a differentiated staff. New concepts of what a teacher is and does are no more apparent than here. Since the staffing model rests upon flexible scheduling, teachers will not be with children all day long even though they perhaps are teaching 100 percent. Definitions of what teaching is, or what a teacher is, instead will describe what happens with students and in what situations professional judgments are required. Time-based criteria dominate many definitions and are locked into legal codes. They will have to be replaced as new concepts of education are implemented. The creation of an advanced role and the implementation of dual evaluation means that teachers will be in a position to govern fully the spectrum of technical work in which they are engaged, from instruction to curriculum writing to the application of research to improve practice.

Decision Making

Decision making in a differentiated teaching staff is decentralized. Figure III attempts to illustrate the new organizational relationships between the technical,

Figure III

A MODEL OF EVALUATION AND DECISION MAKING IN A DIFFERENTIATED TEACHING STAFF



managerial, and institutional subsystems of the educational institution. These are based on Parsons' *(7)* theory of the major subdivisions in an organization.

Within the managerial subsystem, the technical subsystem, consisting now primarily of staff teachers, is extended in both directions to include teachers as formal partners with administrators in the decision-making process. Decision making occurs at the school level in the academic senate and at the district level in the academic coordinating council. It is in these new environments that the technical/ managerial subsystems are integrated in relevant organizational problem-solving activities. Here curriculum and instructional program priorities are resolved and related to program dollars. The principal must involve his senior teachers in the development of school policies within the framework of the institutional subsystem, represented by the board of education and the legal code. The principal will become much more of a group specialist and understand how to coordinate the activities of his teaching staff at all levels. In case of disagreement between the principal and the academic senate, because the latter has real power, an appellate body -- the academic coordinating council, composed of other principals and master teachers -- resolves the impasse. The line/staff responsibilities of the principal are not dissolved but augmented and redesigned with parallel technical authority of teachers functioning in advanced roles.

DIFFERENTIATED STAFFING: PROMISES AND DANGERS

The differentiated teaching staff places the professionalization of teachers squarely on all members of the education profession. It asks school administrators to form new relationships with teachers within the school and

school district as colleagues in the decision-making process. It asks of teachers an acceptance of the challenge for additional training to serve in the new capacities with increased sophistication and competence. The aura of what has been called "credentialism" *(2)*, i.e., a defensive posture concerning nonprofessional functions, must be replaced by new vistas of experimentation, redefinition, and change. Those professional tasks which no longer require judgment and which have become routinized must be delegated to auxiliary personnel or machines. Growing professionals are never in the position of being replaced and thus will not hide behind credentialism as an excuse not to differentiate role assignments. Discarding credentialism allows the professional to use his judgment in areas where his competence is necessary.

Differentiated staffing offers to American education new organizational flexibility and new conceptual structure. It offers to the teacher advanced levels for promotion and participation in organizational decision making. It places the teacher in the position of being maximally effective to learners through scheduling flexibility and the deployment of talent in unequal amounts at varying times and raises the quality of the instructional program in a substantive way by taking optimal advantage of teachers' technical expertise in shaping relevant and self-renewing curriculum. This is the alternative which is available. Not to accept it is not to know what education might become. Not to implement some model of it leaves us without a defense of present practice. If we cannot defend what we are doing, perhaps we ought not to be doing it.

Perhaps the greatest promise of differentiated staffing is that it forces educators to ask qualitative questions that will no doubt prove highly uncomfortable, such as, What

should students learn and how will we know when they have learned it? What is the relationship between differentiated staffing and increased student learning? Will the implementation of differentiated staffing improve human relations in the school? Will increased technical expertise of teachers really produce relevant learning?

We will never be able accurately to assess the quality of learning until the objectives of education are stated in observable, performance terms. Increasing evidence and study indicate that while we may not be able to specify all the affective counterparts to cognitive knowledge, we certainly can be more precise about the educational product than we have been. As we develop performance criteria, we may also test current practice against other alternatives that are available.

The time of maximum insecurity for educators will be when they begin asking qualitative questions and find that they have to admit that many are obsolete and contrary to a good deal of logic and research already available. Asking qualitative questions means shedding light on traditional assumptions and demanding empirical evidence for their continued use. This is the skeleton in the professional closet which gets rattled in considering a reorganization of public education via a differentiated teaching staff. When the product is defined, the methods-means of producing it can be assessed or at least made quantitatively approachable.

The relationship between learning and any staffing pattern rests upon the assumption that the manner in which teachers are deployed with students and the degree to which their relationship is meaningful and relevant are positively correlated. Students are facilitated or hindered by significant adults, some of whom are called teachers, and

are subjected to certain organizational and societal rules concerning the purpose of this relationship in a special place called school.

We further assume that if the professional teacher has greater ability to manipulate his time and talent, he will know better how to diagnose and prescribe unique experience which will facilitate student learning beyond the methods currently available. If this is not true, we shall have laid our professional souls bare, for many of our excuses will have been taken away. The validity of our practice will be put to the test. This means challenging the nature of teacher/administrator training, the nature of professional diagnosis, the nature of the deployment of professional personnel in keeping with diagnosed student needs, and the efficient utilization of our resources to accomplish specified learning tasks.

If differentiated staffing is accompanied by significant changes in the decision-making structure of education and the development of collegial relationships among teachers, administrators, and students, the human relations of the public school stand to gain immeasurably. If all concerned with the school and its program are involved meaningfully in a real dialogue about its structure and content and how activities can be tailored to the instructional program, it may be expected that the potentiality of conflict will be increased but that the solutions available to solve real problems will also be improved.

Real participation by teachers in organizational problem solving as peers in the democratic process will mean that administrators will be more vulnerable than before and teachers will be vulnerable for the first time in their new roles. The relevancy of the institution to the society

itself should be increased. Communication and commitment to the goals of the school should also rise. Extraorganizational conflict may decrease; intraorganizational conflict will be expanded. The "smooth ship" notion of good leadership just may be all wet when an organization is characterized by broad participation in the decision-making process.

The danger in considering the implementation of a differentiated teaching staff is that it may be seen as an end rather than as a means. Viewed as an end, it could be completely irrelevant to improvement in student learning even though it may produce desired changes in the teaching profession. Viewed as an end, we may simply refine the status quo. More productively, it should be seen as a means toward greater utilization of educational resources. It may provide a breath of fresh air for American education. To have tried it and failed may in itself be a new dawn for the teaching profession. Not to have tried it at all may be to have failed at professionalism.

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